



Jefferson Elementary

809 W. Elizabeth St.
Jefferson, SC 29718

Grades	PK-5 Elementary School	
Enrollment	365 Students	
Principal	Wendy P. Folsom	843-658-3295
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad Vick	843-623-6768

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Good
2006	Average	Good
2005	Average	Good
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

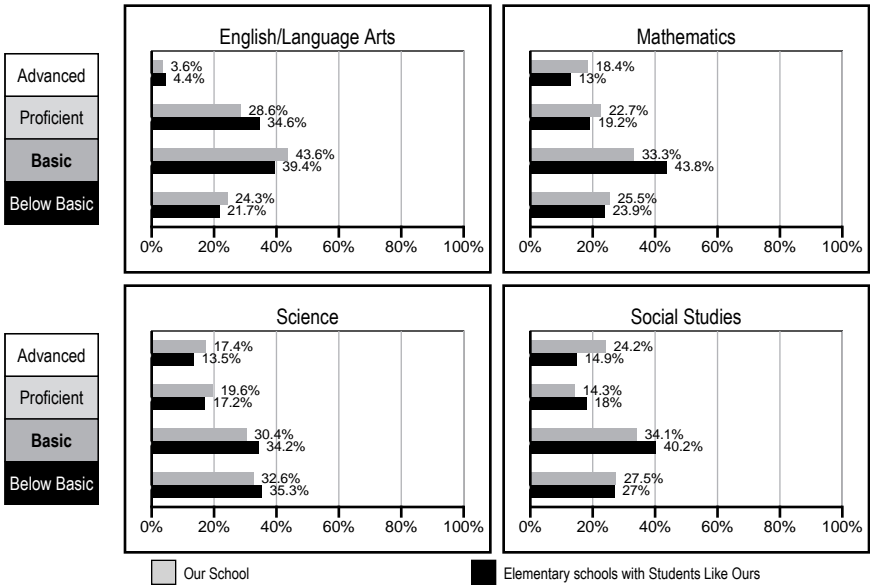
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	46	38	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=365)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 4.1%	2.7%	2.3%
Attendance rate	96.3%	Up from 96.1%	96.1%	96.3%
Eligible for gifted and talented	11.2%	Down from 12.7%	9.2%	10.4%
With disabilities other than speech	6.0%	Up from 5.0%	8.7%	7.5%
Older than usual for grade	0.4%	Down from 1.7%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	73.9%	Up from 64.0%	57.4%	56.7%
Continuing contract teachers	87.0%	Down from 88.0%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.8%	Down from 92.6%	87.5%	86.4%
Teacher attendance rate	94.9%	Down from 95.0%	94.7%	94.9%
Average teacher salary	\$46,659	Up 5.7%	\$45,421	\$45,345
Professional development days/teacher	33.3 days	Up from 25.6 days	12.9 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 21.4 to 1	18.5 to 1	18.5 to 1
Prime instructional time	88.3%	Up from 87.8%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,269	Up 3.7%	\$7,004	\$7,052
Percent of expenditures for instruction*	72.3%	Down from 74.3%	68.9%	69.1%
Percent of expenditures for teacher salaries*	67.9%	Down from 69.3%	64.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2007-2008 school year at Jefferson Elementary School has proven to be a successful year. Our students continue to make significant gains in academics, athletics, and community service. We are proud of their accomplishments.

Jefferson Elementary School strives to meet the rigorous requirements set forth by No Child Left Behind (NCLB). All certified and non-certified staff meets the "Highly Qualified" status defined by NCLB. Students at Jefferson Elementary continue to increase PACT scores in all areas. For this effort, our school has earned a "Good" classification for improvement rating on the School Report Card for the past four years. As a result of this accomplishment, Jefferson Elementary School has been recognized as a Palmetto Silver Award winning school in 2004-2005, 2005-2006, 2006-07, and 2007-08.

In addition to instruction received in the classroom, Jefferson Elementary tries to enrich and broaden the students' educational experiences through various extracurricular activities. Educational field trips are taken to aquariums, museums, zoos, and state parks. The artist-in-residence program has sponsored clay artist, Patz Fowle, to work with all grade levels. SCRI sponsored a visit from author Coleman Bennett for the entire school. Sandhills Fire Department spends one day with us in October to demonstrate to students aspects of fire safety. PTO has sponsored many activities this year for students including: Mega Party, Accelerated Reader Year-end Yard Party, Talent Show, Awards Days, and student dances.

Again this year, our students have proven their athletic potential. Twelve second grade, thirteen third grade, sixteen fourth grade, and twenty-five fifth grade students have achieved their Healthy Zone on the Fitnessgram and qualified for an award. The students are required to perform activities that measure strength, flexibility, and endurance.

Jefferson Elementary students have the opportunity to participate in various community service projects. This year the students have raised \$6,000+ for The American Cancer Society through Relay for Life and \$1,600 for St. Jude Children's Hospital and collected 56 pints of blood for the Red Cross.

Jefferson Elementary School is committed to excellence and is proud to provide a safe and nurturing environment that challenges all of its students to grow and learn. With the support of parents, community, and businesses, the students of our school will continue this tradition.

Wendy Folsom, Principal Jefferson Elementary School
Christy Mullis, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	46	43
Percent satisfied with learning environment	93.1%	78.3%	82.5%
Percent satisfied with social and physical environment	100.0%	82.6%	86.0%
Percent satisfied with school-home relations	89.7%	91.1%	81.0%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Plan to Restructure

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	155	98.7	23	43.9	28.8	4.3	43.9	42.6	48.2	Yes	Yes
Gender											
Male	77	97.4	29.9	40.3	28.4	1.5	41.8	35.9	41.7	N/A	N/A
Female	78	100	16.7	47.2	29.2	6.9	45.8	49.6	55	N/A	N/A
Racial/Ethnic Group											
White	96	99	17.8	42.2	34.4	5.6	52.2	53.3	60	Yes	Yes
African American	50	98	32.6	48.8	16.3	2.3	27.9	28.2	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.7	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	27.8	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	19	94.7	68.8	18.8	6.3	6.3	12.5	12.8	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	30.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	107	99.1	28.4	44.2	26.3	1.1	35.8	31.9	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	155	99.4	25	32.9	23.6	18.6	48.6	41.8	45.8	Yes	Yes
Gender											
Male	77	98.7	27.9	33.8	19.1	19.1	44.1	39.9	45.6	N/A	N/A
Female	78	100	22.2	31.9	27.8	18.1	52.8	43.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	96	99	18.9	26.7	28.9	25.6	58.9	54	59	Yes	Yes
African American	50	100	36.4	45.5	13.6	4.5	29.5	25.4	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.7	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	23.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	19	100	64.7	17.6	11.8	5.9	17.6	15.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	30.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	107	100	29.2	31.3	25	14.6	45.8	31.4	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	99	100	33	29.7	19.8	17.6	37.4	31.1	35.7	96.3	95.7
Gender											
Male	49	100	32.6	30.2	18.6	18.6	37.2	31.7	37.4	96	95.5
Female	50	100	33.3	29.2	20.8	16.7	37.5	30.6	33.8	96.7	95.9
Racial/Ethnic Group											
White	61	100	21.1	28.1	22.8	28.1	50.9	42	49.2	96.3	95.4
African American	32	100	50	36.7	13.3	0	13.3	16.7	17	96.1	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	90.9	58	98	96.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	11.1	24.9	97	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.4
Disability Status											
Disabled	16	100	73.3	13.3	0	13.3	13.3	11.3	14	96.1	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	18.2	24.4	97	96.7
Socio-Economic Status											
Subsided meals	70	100	40	30.8	18.5	10.8	29.2	22.3	21.1	96	95.3

Social Studies

All Students	104	100	27.2	34.8	14.1	23.9	38	30.3	34	96.3	95.7
Gender											
Male	55	100	26.5	30.6	16.3	26.5	42.9	31.7	36.6	96	95.5
Female	49	100	27.9	39.5	11.6	20.9	32.6	28.8	31.3	96.7	95.9
Racial/Ethnic Group											
White	68	100	21.5	33.8	15.4	29.2	44.6	39.9	44.5	96.3	95.4
African American	30	100	37.5	41.7	12.5	8.3	20.8	17.5	19.1	96.1	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98	96.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	17.1	27.5	97	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.4
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	13.8	14.4	96.1	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	97	96.7
Socio-Economic Status											
Subsided meals	68	100	39	33.9	13.6	13.6	27.1	21.3	21	96	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	60	98.3	16.4	34.5	43.6	5.5	49.1
	4	56	98.2	15.1	49.1	32.1	3.8	35.8
	5	64	100	28.3	51.7	20	0	20
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	55	98.2	28.6	40.8	24.5	6.1	30.6
	4	50	100	18.2	27.3	47.7	6.8	54.5
	5	50	98	21.7	63	15.2	0	15.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	60	98.3	25.5	47.3	14.5	12.7	27.3
	4	56	100	24.1	53.7	11.1	11.1	22.2
	5	64	100	26.7	48.3	18.3	6.7	25
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	55	100	42	32	16	10	26
	4	50	100	15.9	27.3	27.3	29.5	56.8
	5	50	98	15.2	39.1	28.3	17.4	45.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	32	96.9	39.3	32.1	17.9	10.7	28.6
	4	56	100	27.8	40.7	18.5	13	31.5
	5	31	100	58.6	24.1	3.4	13.8	17.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	38.5	26.9	30.8	3.8	34.6
	4	49	100	27.9	27.9	16.3	27.9	44.2
	5	23	100	36.4	36.4	13.6	13.6	27.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	29	100	11.5	46.2	30.8	11.5	42.3
	4	56	100	14.8	42.6	25.9	16.7	42.6
	5	33	100	38.7	45.2	9.7	6.5	16.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	28	100	25	41.7	16.7	16.7	33.3
	4	50	100	18.2	34.1	15.9	31.8	47.7
	5	26	100	45.8	29.2	8.3	16.7	25
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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